

**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. Students will be taught a range of skills, tactics and strategies to overcome opponents in direct competition through this individual and paired game.

<b>IMPLEMENTATION</b>																									
	Year 7					Year 8					Year 9					Year 10					Year 11				
	<p>Big Picture- Understand basic skills and rules of the game of Badminton, including conditioned games to develop the sense of outwitting an opponent.</p> <p>Big picture- Develop more advanced skills to outwit opponents during direct competition.</p> <p>Big Picture- To develop knowledge of rules, tactics set plays to outwit opponents.</p> <p>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.</p> <p>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.</p>																								
	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
	L2 – Forehand Net Shot	L2 – Forehand Overhead Clear	L2 – Forehand Lift	L2 – The Drive	L2 – Assessment Lesson 2	L2 – Forehand Net Shot	L2 – Forehand Overhead Clear	L2 – Forehand Lift	L2 – The Drive	L2 – Assessment Lesson 2	L2 – Forehand Net Shot	L2 – Forehand Overhead Clear	L2 – Forehand Lift	L2 – The Drive	L2 – Assessment Lesson 2	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	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 – Backhand Low and Short Serve	L2 – High and Deep Serve	L1 - Assessment Lesson 1	L1 – Forehand Drop Shot	L1 – Smash Shot	L1 – Backhand Low and Short Serve	L2 – High and Deep Serve	L1 - Assessment Lesson 1	L1 – Forehand Drop Shot	L1 – Smash Shot	L1 – Backhand Low and Short Serve	L2 – High and Deep Serve	L1 - Assessment Lesson 1	L1 – Forehand Drop Shot	L1 – Smash Shot	L1 – Flick and Drive Serve	L2 – Block Shot	L1 - Assessment Lesson 1	L1 – Forehand and backhand Drop Shot	L1 – Smash Shot	L1 – Flick and drive Serve	L2 – Block Shot	L1 - Assessment Lesson 1	L1 – Forehand and backhand Drop Shot	L1 – Smash Shot	
<b>End Points</b> Progress and assessment	At the end of the year 7 badminton unit students will be able to:					At the end of the year 8 badminton unit students will be able to:					At the end of the year 9 badminton unit students will be able to:					At the end of the year 10 badminton unit students will be able to (in addition to previous End Points):					At the end of the year 11 badminton unit students will be able to:				
	<ol style="list-style-type: none"> <li>Demonstrate the correct grip for some shots</li> <li>Demonstrate the correct body position for some shots</li> <li>Demonstrate serves with some accuracy</li> <li>Demonstrate clears with some accuracy</li> <li>Demonstrate drives with some accuracy</li> <li>Demonstrate net shots with some accuracy</li> <li>Demonstrate lifts with some accuracy</li> <li>Demonstrate Drop Shots with some accuracy</li> <li>Demonstrate Smash Shots with some accuracy</li> </ol>					<ol style="list-style-type: none"> <li>Demonstrate the correct grip for the shots attempted</li> <li>Demonstrate the correct body position for the shots I attempt</li> <li>Demonstrate serves with accuracy</li> <li>Demonstrate clears with accuracy</li> <li>Demonstrate drives with accuracy</li> <li>Demonstrate net shots with accuracy</li> <li>Demonstrate lifts with accuracy</li> <li>Demonstrate Drop Shots with accuracy</li> <li>Demonstrate Smash Shots with accuracy</li> </ol>					<ol style="list-style-type: none"> <li>Consistently demonstrate the correct grip for the shots I attempt</li> <li>Consistently demonstrate the correct body position for the shots I attempt</li> <li>Consistently demonstrate serves with accuracy</li> <li>Consistently demonstrate clears with accuracy</li> <li>Consistently demonstrate drives with accuracy</li> <li>Consistently demonstrate net shots with accuracy</li> <li>Consistently demonstrate lifts with accuracy</li> <li>Consistently demonstrate Drop Shots with accuracy</li> </ol>					<ol style="list-style-type: none"> <li>Demonstrate a wide range of serves with accuracy</li> <li>Demonstrate a wide range of Drops shots with accuracy</li> <li>Demonstrate Smash shots with accuracy</li> <li>Demonstrate wide range of block shots with accuracy</li> <li>Demonstrate a range of lift shots with accuracy</li> <li>Demonstrate the Round-the-head clear with accuracy.</li> <li>Appropriate shot selection</li> <li>Appropriate tactical change to the selected shot in response to opponents’ actions.</li> <li>Create openings to dominate rallies, thereby relying on</li> </ol>					<ol style="list-style-type: none"> <li>Consistently demonstrate a wide range of serves with accuracy</li> <li>Consistently demonstrate a wide range of Drops shots with accuracy</li> <li>Consistently demonstrate Smash shots with accuracy</li> <li>Consistently demonstrate wide range of block shots with accuracy</li> <li>Consistently demonstrate a range of lift shots with accuracy</li> <li>Consistently demonstrate the Round-the-head clear with accuracy.</li> <li>Appropriate shot selection</li> </ol>				

	<p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>Serving behind the service line</li> <li>Shuttle held below waist on serve</li> <li>Serving diagonal</li> <li>Singles court markings</li> <li>Doubles court markings</li> </ol>	<p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>Serving behind the service line</li> <li>Shuttle held below waist on serve</li> <li>Serving diagonal</li> <li>Singles court markings</li> <li>Doubles court markings</li> <li>Point scoring system</li> </ol>	<p>9. Consistently demonstrate Smash Shots with accuracy</p> <p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>Serving behind the service line</li> <li>Shuttle held below waist on serve</li> <li>Serving diagonal</li> <li>Singles court markings</li> <li>Doubles court markings</li> <li>Point scoring system</li> </ol>	<p>unforced errors of the opponent to score points.</p> <p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>Serving behind the service line</li> <li>Shuttle held below waist on serve</li> <li>Serving diagonal</li> <li>Singles court markings</li> <li>Doubles court markings</li> <li>Point scoring system</li> <li>Body faults</li> </ol>	<ol style="list-style-type: none"> <li>Appropriate tactical change to the selected shot in response to opponents' actions.</li> <li>Create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points.</li> </ol> <p>Leadership roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>Serving behind the service line</li> <li>Shuttle held below waist on serve</li> <li>Serving diagonal</li> <li>Singles court markings</li> <li>Doubles court markings</li> <li>Point scoring system</li> <li>Body faults</li> </ol>
<b>Key Vocabulary/ Literacy</b>	<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 :</p> <p>Disguise</p> <p>Evaluation of performance</p> <p>Front – back and side – side doubles tactics.</p>	<p>All previous plus :</p> <p>Disguise</p> <p>Evaluation of performance</p> <p>Front – back and side – side doubles tactics.</p>	<p>All previous plus :</p> <p>Disguise</p> <p>Evaluation of performance</p> <p>Front – back and side – side doubles tactics.</p>
<b>Connected Knowledge within PE</b>	<p><b>V CERT Health and Fitness</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p><b>V CERT Health and Fitness</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p><b>V CERT Health and Fitness</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p><b>V CERT Health and Fitness</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p><b>V CERT Health and Fitness</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>BTEC Sport Level 3</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p><b>A Level PE</b></p> <p>Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>
<b>Cultural values</b>	<ul style="list-style-type: none"> <li>Develop understanding of the importance of maintaining good health and diet. The three different types of health.</li> <li>Explore what the term 'wellbeing' means. The different types of wellbeing.</li> <li>Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through sport.</li> <li>Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-</li> </ul>	<ul style="list-style-type: none"> <li>Articulating informed and balanced opinions whilst participating as part of a doubles team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success.</li> <li>Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals.</li> </ul>	<ul style="list-style-type: none"> <li>Forming an informed opinion, while showing respect for other's beliefs and values who are part of your doubles team or just participating in the same sport as you.</li> <li>Understand what positive relationships are – building relationships through sport and exercise. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport?</li> </ul> <p>Staying Positive – learning new skills that may be difficult at first such as serves and over head shots.</p>	<ul style="list-style-type: none"> <li>Understand about positive relationships and wellbeing – how does this translate over to sport?</li> <li>Encouraging relationships that foster trust and respect – working with others that you wouldn't normally choose to, in order to achieve a common goal in sport.</li> <li>Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of what is meant by 'good' health and physical &amp; mental wellbeing and the role that exercise and physical activity can play in maintaining it.</li> <li>Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.</li> </ul> <p>Staying Positive – learning new skills that may be difficult at first such as serves and over head shots.</p> <p>Aiming High – All shots can be disguised as other shots to achieve</p>

	<p>curricular clubs – socialising with others in sport outside of sport, setting goals to improve and achieve, to boost self-esteem.</p> <p>Staying Positive – learning new skills that may be difficult at first such as serves and over head shots.</p> <p>Aiming High – All shots can be disguised as other shots to achieve deception, can students apply this to their skills that have been embedded.</p> <p>Teamwork – In doubles games, what is the best way of playing, what tactics and strategies can be implemented into the game.</p>	<ul style="list-style-type: none"> <li>Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better about yourself, boosting self-esteem, self-confidence.</li> </ul> <p>Staying Positive – learning new skills that may be difficult at first such as serves and over head shots.</p> <p>Aiming High – All shots can be disguised as other shots to achieve deception, can students apply this to their skills that have been embedded.</p> <p>Teamwork – In doubles games, what is the best way of playing, what tactics and strategies can be implemented into the game.</p>	<p>Aiming High – All shots can be disguised as other shots to achieve deception, can students apply this to their skills that have been embedded.</p> <p>Teamwork – In doubles games, what is the best way of playing, what tactics and strategies can be implemented into the game.</p>	<p>Staying Positive – learning new skills that may be difficult at first such as serves and over head shots.</p> <p>Aiming High – All shots can be disguised as other shots to achieve deception, can students apply this to their skills that have been embedded.</p> <p>Teamwork – In doubles games, what is the best way of playing, what tactics and strategies can be implemented into the game.</p>	<p>deception, can students apply this to their skills that have been embedded.</p> <p>Teamwork – In doubles games, what is the best way of playing, what tactics and strategies can be implemented into the game.</p>
<p><b>Spiritual, Moral, Social and cultural.</b></p>	<p><b>Use of the imagination and creativity in their learning</b>  <b>Willingness to reflect on their experiences, both within and outside of school</b>  <b>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives</b>  <b>Showing understanding of the consequences of their actions</b>  <b>Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively</b>  <b>Willingness to participate in, and respond to sporting opportunities</b></p>				
<p><b>British Values</b></p>	<p>Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life.</p> <p>Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values.</p> <p>Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions.</p> <p>Tolerance of different cultures and religions</p> <p>Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values.</p> <p>Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.</p>				
<p><b>Impact</b></p>	<p>Links to NCEP of assessment and evaluation of own and peers skills. Links to NCEP with Use a range of tactics to overcome opponents.</p>				