



Subject:

Year 8 - Badminton

Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

Overview

Intent: Our intent is to build upon the foundations laid in year 7, with the same overarching aim of promoting lifelong participation at the core of what we do. Students will have a greater understanding of the sport of Badminton in year 8, in light of this, competitive challenges can be increased, with the promotion of a desire to succeed still present. A progressive, inclusive approach remains, with students repeatedly encouraged to experiment with different styles of play within both singles and doubles. One of the key developments is that students will be exposed to a variety of competition structures, within both singles and doubles, and will be challenged to explore what can lead to success in these different areas.

Ultimate questions: This unit of work will build upon the skills and knowledge developed in year 7, whilst still focusing on the transferable skills that exist between net and invasion games. Students are encouraged to revisit core aspects of the sport, with a real focus on mastering the skills, techniques and tactics that were introduced in year 7. This module continues to build on the key facets of Physical Education that were introduced in year 7; acquiring and developing skills, selecting and applying appropriate skills and tactics and evaluating and improving their own and other performances.

Joining Up

Looking ahead:

- ‘How do I master the core skills?’ - students will revisit the core skills of the sport and will be encouraged to refine their technique and execute these skills in increasingly challenging situations
- ‘How do I become a master tactician?’ – students will be introduced to, and encouraged to come up with, a range of more complex tactical approaches and how they can be successfully implemented
- ‘How do I become more like a professional coach?’ – students will be encouraged to reflect on a range of performances and come up with differing ideas of how to improve performances in numerous situations

Looking back:

- Lessons are built upon the foundations covered in the previous year, with new content introduced acting as scaffolding to allow students to climb to the top of the subject area and become a true student of the game

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<u>Acquiring and developing skills</u> Put the game plans into effect with success and adapt and vary them when necessary Play at greater speed and with more precision, selecting skills and techniques to apply principles of attack and defence effectively How does the specific situation make you use your skills? What type of skills will you need in singles and doubles competitions?	<u>Select and applying appropriate skills and tactics</u> To use principles of performance in planning tactics and strategies for the games. To adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations. How can you apply appropriate skills and tactics in differing situations that arise in both singles and doubles competitions? How can you adapt your style of play to accommodate different doubles partners?	<u>Evaluate and improve their own and others performance</u> To use the information gained from the analysis of performance to influence and improve their own play. To take responsibility for making decisions about the development of their own and others' play Identify what they need to do to improve their own and the performance of others How do your opponent or doubles partner influence the way you play? Why might you change your style of play to counteract your opponent?
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	<u>Acquiring and developing skills</u> Use a range of strokes and shots with accuracy and consistency	Ask pupils to play rallies, focusing on specific shots. Teach them to play adapted games that use predominantly one or two shots. Help them to consolidate their technique and become more consistent. Help pupils improve upon their existing techniques and knowledge, <i>eg forehand, backhand, overhead clear and serve</i> . Teach them how to serve and how to vary the serve, <i>eg varying the speed, height and position</i> . Teach pupils how to play attacking shots, <i>eg smash, volley, drop shot</i> , and defensive shots, <i>eg block, push, overhead clear</i> . Teach pupils how to vary the pace, direction and height of their shots.	
<u>Selecting and applying skills, tactics and ideas</u> To use principles of performance in planning tactics and strategies for the tasks and challenges	Teach pupils to observe how their opponents move and to identify their preferred techniques. Illustrate the way in which they might increase the difficulty of the problems they give their opponents, <i>eg returning high over the head to the backhand corner</i> . Teach pupils how to initiate attack in net games, <i>eg increasing the speed of the shuttle, approaching the net</i> , and to become more effective in defence both in singles and in doubles play Help pupils refine the speed in which decisions are made in competitive situations.		

	<p>Readily adapt strokes and court positioning in response to their opponents' actions</p> <p>Explain and demonstrate the essential elements of attack and defence in net games</p>	<p>Pupils are to explore the importance of shot sequencing and how to build a rally from the serve. Students are encouraged to dictate rallies and play shots on their own terms.</p>
	<p><u>Evaluating and improving performance</u></p> <p>to use the information gained from analysis of a performance to influence and improve their own play</p> <ul style="list-style-type: none"> • to take the initiative and decide how to develop and improve their own progress and that of others 	<p>Teach pupils how to observe the similarities and differences in performance of technique or the execution of tactics in singles and doubles competitions</p> <ul style="list-style-type: none"> • Talk to pupils about the key factors that influence successful tactical outcomes in net games and help them to prioritise areas for improvement. • Ask pupils to monitor improvements in performance, <i>eg playing in a match, officiating, coaching, organising</i>, and discuss the impact of practice. • Help pupils refine their ability to set individual and doubles targets, so that any improvement can be measured against previous performance.
	<p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> • how to continue to improve their personal fitness in and through games • to understand why regular exercise has a positive effect on their own health, fitness and social wellbeing • where and how to become involved in health-enhancing physical activity 	<p>Listen to pupils talk about their understanding of fitness and investigate how net and divided court games can help improve fitness.</p> <ul style="list-style-type: none"> • Help pupils devise a training regime that encourages fitness for net and divided court games. • Teach pupils ways in which net and divided court games can be used as part of a balanced programme of health-related activities. • Help pupils find the confidence to play games out of school and talk to pupils about the range of contacts in the community, this falls in line with the intent of encouraging lifelong participation. <p>Introduce pupils to people who can help them become involved in net and divided court games beyond the school day.</p>