



Subject:

Year 9 – 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 years 7 and 8, 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 9, in light of this, competitive challenges can be increased, with the promotion of a desire to succeed still present. There will be increased opportunities for students to take part in singles and doubles competitions, to enable them to demonstrate the skills and techniques learned in the previous two years. 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 years 7 and 8, 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 years 7 and 8. A key element of net games is the direct competition with your opponent, students will be given ample opportunities to experience this and will be encouraged to come up with a range of methods to outwit their opponent. 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 and how can I perform them accurately in competitive scenarios?’ - students will revisit the core skills of the sport and will be encouraged to refine their technique and execute these skills in increasingly challenging and competitive situations
- ‘How do I become a master tactician and how can I implement these successfully in a range of competitive situations?’ – students will be encouraged to correctly come up with and apply a range of tactical solutions to outwit their opponent(s) in competitive situations
- ‘How do I become more like a professional coach and how can I help others to improve their performance?’ – students will be encouraged to reflect on a range of performances and come up with differing ideas of how to improve performances in numerous

	<p>situations, for both themselves and others</p> <p>Looking back:</p> <p>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</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p><u>Developing skills in physical activity</u></p> <p>What are the different shots used in badminton? What is the importance of footwork? How can you perform the shots correctly and at the right time?</p>	<p><u>Developing Physical and mental capacity</u></p> <p>What is the importance of having defined roles in a doubles game? How can you work as a team to be successful? How can you implement techniques learnt to outwit your opponent?</p>	<p><u>Evaluate and improve their own and others performance</u></p> <p>How can you analyse your own performance? How can you analyse the performance of your opponent? What makes a successful player? How can you improve your performance?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</p>		
	Skill/Technique	How will this skill be developed?	
	<p>Developing skills in physical activity</p> <p>To plan for and make use of advanced techniques: service, forehand, backhand, overhead clear, drop shot, footwork</p>	<ul style="list-style-type: none"> Ask pupils to set up and carry out practices and drills which focus on specific strokes or shots. Help them to identify the range of shots/strokes they need to play the game well. Teach them how to vary the shots, eg using spin, slice, pace, height and direction. Teach pupils to develop consistent control under pressure. Help pupils to identify and develop attacking shots and defensive shots. Teach them to develop accuracy and variation in power. <i>eg hard, soft, with slice, topspin.</i> 	
<p>Developing physical and mental capacity</p> <p>To recognise and evaluate the impact that fitness has on performance and that activity has on fitness</p>	<ul style="list-style-type: none"> Teach pupils to devise and implement a training and exercise programme to suit the needs of the game(s). Teach pupils the value of having specialised roles in doubles or team games. Listen to the way in which pupils prepare themselves for competition, eg as part of a team working together over longer periods of time. <ul style="list-style-type: none"> set performance and fitness targets for themselves and monitor outcomes 		

	<p>Evaluating and improving performance</p> <p>To improve their ability to analyse, and to develop their own and others' performance as a result of the analysis</p> <p>To develop leadership and more advanced collaborative skills</p>	<p>Help pupils analyse their performances using criteria for identifying strengths and weaknesses. Teach them how to practise actions that will lead to improvement. Help them to monitor their progress.</p> <ul style="list-style-type: none"> • Talk to the pupils about the way they work on their own or with others in small teams to improve teamwork and game outcomes. Teach them the different roles they can take on. • Listen to the way pupils interact with one another and the way they motivate each other to improve performance.
	<p>Making informed decisions about healthy, active lifestyles</p> <p>To monitor exercise and fitness levels for themselves and/or others, related to performance in the game</p> <p>To devise, implement and monitor their own, and/or others' exercise and fitness programmes based on the principles of safe and effective exercising</p>	<ul style="list-style-type: none"> • Talk to the pupils about the way that agility, reaction time and coordination are affected by fitness levels, eg How can having a gymnastic/dance component programme make a difference to the net/wall games? • Teach pupils to monitor what they do both in and outside school and evaluate how it affects their fitness, general health and performance. • Use their knowledge of net/wall games to construct a fitness programme that improves their own performance