**Colton Hills Community School medium term planning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic title:**  Badminton | **Year: 10 – Competence** Develop self-progression and personal best. Research and independent learning.  **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 10 to encourage students to develop practical techniques and tactical endeavour in badminton, whilst focusing on developing self-progression. Students will be directed to attain high knowledge and understanding of rules, regulations and scoring systems. | |
| **Big questions:**   1. How does power determine the accuracy of our shots in badminton? 2. Why does keeping a central position in the court work to your advantage when playing badminton? 3. How can the smash shot be used effectively to defeat an opponent in badminton? 4. What key tactics and techniques can be used to defeat your opponent in a competitive badminton game? 5. What range of attacking shots can be used tactically and technically in competitive game situations? 6. How does court positioning differ when playing singles compared to doubles? | | **Builds on previous topics:** Links to any previous knowledge and understanding of badminton from year 9 reflecting on peers and own performance whilst building on competence to ensure students are working to develop self-progression and personal best. | **Links to future topics:**   * It will allow students to gain an understanding and knowledge of skills, rules and regulations of badminton. * Allows transferable skills, routines, and tactics. * Gives subject specific terminology needed for BTEC sport content. * Allows reflection on peers and own performance. | |
| **Key knowledge:**   * 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. * To begin using the correct badminton terminology when officiating games. | **Key knowledge continued:**  **LPA**   * Consistently and accurately serve into opponent’s half of the court. * Attempt to perform attacking and defensive shots in game situations.   **MPA**   * To understand a variety of attacking defensive shots that can be used to defeat an opponent. * To understand the variety of tactics that can be used to defeat an opponent. * To begin officiating games demonstrating a clear understanding of court dimensions used for singles and doubles badminton games.   **HPA**   * To demonstrate a variety of attacking and defensive shots that can be used to defeat an opponent. * To demonstrate a clear understanding of the rules, regulations and scoring systems in badminton. | |
| **Skills developed:**   * 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. | |
| **Mini/Interim assessments:**   * Initial baseline assessment * Final assessment conducted at the end of the unit where pupils have gained maximum knowledge and practice of tactics and techniques.   **End of unit assessment:**  Game based situations linked to assessment criteria. | | **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  Week 6 – Shuttle fitness | **Key vocabulary 1:**  Shuttle  Underarm  Closed grip  Backcourt  Serve  Racket  Overhead shots  Tramline  Singles  Fault  Forecourt  Lob  Net shot  Short serve | **Key vocabulary 2:**  Forehand grip  Defensive Clear  Attacking Clear  Backhand Stroke  Base position  Service Court  Smash  Baseline  Let  Doubles  Centre line  Carry  Let  Rally |
| **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. |