

## Key Stage 3 PE – Year 8

Enquiry Question:



## Background

Students will have a basic understanding of the game and an experience of the skills required

## Why we teach it

Sport that is played competitively in local, County and National competitions. Popular within our school community (student voice); aspirations of Academy.

## Values

- Learn transferable skills
- BEST: Teamwork
- BEST: Bravery: Understanding their strengths and weaknesses and show resilience

| Lesson | Title  | Activities   | Independent Learning   | SMSC Links (Personal Development)              | Transferable skills  |
|--------|--|--|--|--|--|
| 1      | <b>Ready position</b><br>To be able to demonstrate & use the ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket consistently. To develop the ability to outwit opponents with movement of the shuttle.              | Warm up – Badminton line tag. Nominate a few taggers. Once caught dynamic stretches around the outside of the court. Recap grip. Discuss importance of ready position. T.P's- Balanced stance, wrist snap, side on racket up ready, on toes. 1 vs 1 maintain a rally. Place a cone in the centre of the court. Pupils must always retreat to cone to work on positioning. Singles basic games-1v1 half court competition. Recap rules of badminton & singles/doubles scoring. (Court dependant   | Students to officiate their own game.<br><br>Give feedback to other students<br><br>Think about their own performance and how it can be improved | Cooperation<br><br>Integrity<br><br>Resilience | Maths – keeping score  |
| 2      | <b>The clear</b><br>To replicate overhead clear with control and accuracy. To consistently replicate this shot in a match situation implementing strategies for success. To understand court markings and the strong/weak side of an opponent.   | Warm up – hopping relay races. Progress to incorporating a shuttle bounce. Clear teaching points; Position of shuttle-key to shot, Aim towards flight of shuttle with non-racket hand. Snap wrist on contact, high arc of shuttle (See QR code). 1 vs 1 practice. Progress to singles basic games. (Short and thin for service box area) Recap rules & scoring. Discuss meaning of strong and weak side. What handed is your opponent? Why is it important to know?  | Students to officiate their own game.<br><br>Give feedback to other students<br><br>Think about their own performance and how it can be improved | Cooperation<br><br>Integrity<br><br>Resilience | Maths – keeping score  |
| 3      | <b>Smash shot &amp; preparation</b><br>To be able to accurately replicate a smash shot. To understand the movement and preparation for an effective smash. To appreciate how to adjust shot selection based on opponents positioning. To begin to officiate badminton matches fairly and accurately. | Paired warm up – 5 shuttles per pair. In half court throw shuttles over net. 1 min – how many shuttle ended up on each side? Recap overhead clear as part of extended warm up. Attacking. Pairs- underarm clear feed to smash, take turns. Teaching points; Shuttle in front of head, Snap wrist, Aim towards ground (See 'smash' QR code). Doubles games. Conditional games-2pts for winning smash shot. (Even score = serve from right side. Odd score line = serve from left hand side.) King of the court competition. Pupils to accurately score their match. | Students to officiate their own game.<br><br>Give feedback to other students<br><br>Think about their own performance and how it can be improved | Cooperation<br><br>Integrity<br><br>Resilience | Science – forces<br>Power of shot<br><br>Maths – keeping score |
|        | <b>Disguised shots (drop shot/flick shot)</b><br>To be able to outwit opponents using simple a disguise. To understand the importance of movement and shuttle placement in order to  | Warm up – Group shuttle keepy uppy. 1 shuttle between 4. Recap previously learnt skills in a pair. Discuss disguising shots. Demo drop shot and deep flick. Pairs. Experiment with shot disguise – 5 feeds each (See 'drop   | Students to officiate their own game.<br>Give feedback to other students   | Cooperation<br><br>Integrity                   | Science – forces<br>Power of shot<br>Maths – keeping score     |

| Key Stage 3 PE    |   |  | Background   | Why we teach it  | Values  |  |
|-------------------|---|--|--|--|---|--|
| Enquiry Question: |   |  | Students will have a basic understanding of the game and an experience of the skills   | Sport that is played competitively in local, County and National competitions. Popular within our school community (student voice); aspirations of Academy | <ul style="list-style-type: none"> <li>Learn transferable skills</li> <li>BEST: Teamwork</li> <li>BEST: Bravery: Understanding</li> </ul> |  |
| Lesson            | Topic   | Example of Learning  | Independent Learning   | SMSC Links (Personal Development)  | Transferable skills   |  |
| 5                 | <b>Doubles/singles game play</b><br>To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. To describe the difference in doubles court markings. To be able to assess & evaluate own performance and weaknesses.   | Paired warm up – throw shuttle over net, partner to catch if possible and throw back. Progress to competition – 1 point for getting shuttle to touch the ground. Recap all prior learning during a 2 minute badminton skill based warm up rally. Brainstorm badminton tactics. Teaching points; Use court dimensions (short & fat = doubles, long & thin = singles!). Move opponent/s around court. i.e. mix up short and long shots. Doubles games. Discuss the difference in court markings and positioning (1 front and the others covers the back of the court). | Students to officiate their own event.<br><br>Give feedback to other students<br>Analyse their own performance and explain ways in which they can improve. | Cooperation<br>Integrity<br>Independence<br>Communication  | Maths – keeping score   |  |
| 6                 | <b>Outwitting Opponents in a competitive game situation</b><br>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules. To identify strengths and weaknesses when playing & adapt strategies where necessary. | Warm up – 4's student led-progressive pulse raiser and dynamic stretches. Recap prior learning in a 3 minute warm up rally. Watch badminton clip to analyse shot selection. Play and perform the forehand clear and drop shots using the correct technique. Organise class tournament to allow all pupils to progress to max level (King of the court- 3 minute games, winners move up and losers go down a court) Pupils to officiate and score singles and doubles matches. Even score = serve from right side. Odd score line = serve from left hand side.        | Students to officiate their own event.<br>Give feedback to other students<br>Analyse their own performance and explain ways in which they can improve.     | Cooperation<br>Integrity<br>Independence<br>Communication  | Maths – keeping score<br><br>English-communication  |  |
| 7                 | <b>Assessment-Prep</b><br>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in   | Small matches 1v1 Using shots, correct technique decision making, movement around court, rules to show level for badminton   | Students to officiate their own event.<br>Give feedback to other students<br>Analyse their own performance and explain ways in which they can improve.     | Cooperation<br>Integrity<br>Independence<br>Communication  | Science – forces<br>Power of shot<br><br>Maths – keeping score  |  |
| 8                 | <b>Assessment</b><br>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and  | Small matches 1v1 Using shots, correct technique decision making, movement around court, rules to show level for badminton   | Students to officiate their own event.<br><br>Give feedback to other students<br><br>Analyse their own performance and explain                             | Cooperation<br>Integrity<br>Independence<br>Communication  | Science – forces<br>Power of shot<br><br>Maths – keeping score  |  |